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ABSTRACT

This document provides the state standards for high school work-based learning programs in the state of Washington. Following a vision statement, the guide includes standards for the following: (1) organization and administration of work-based learning programs; (2) the school-to-work transition sequential process; (3) school-based learning activities; (4) connecting activities; (5) work-and community-based learning activities; and (6) the role of the work-based learning coordinator. Within each standard area, indicators for successful performance of the standard are delineated. (KC)

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Work-Based Learning Program Standards

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WORK-BASED LEARNING PROGRAM STANDARDS

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WORK-BASED LEARNING STANDARDS

Vision Statement

The vision of work-based learning is to provide a planned, supervised program for all students to apply knowledge, skills and attitudes while building an understanding of the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

Organization and Administration

The new state education goals encourage schools to integrate academic and vocational education in new ways. The goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
2. Know and apply the core concepts and principles of mathematics, social, physical and life sciences; civics and history; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

The law also calls for the development of a "certificate of mastery" that shows that a student knows and can apply the basic skills and knowledge identified in the four state learning goals. Most students would earn this certificate at about age 16, and would spend their last two years of high school in programs that prepare them for a chosen career path. These programs would combine **work-based learning** with courses that integrate academic and vocational learning to prepare students for life after high school. The challenge will be to expand the traditional concept of cooperative education to serve more students and to include work-based learning options as part of their education.

Work-based learning programs provide a planned program of job training or experiences, paid work experiences, workplace mentoring and instruction in general workplace competencies and in a broad variety of elements of an industry. While similar in many ways, work-based learning programs are usually organized and administered by schools rather than by employers and or labor/management groups. Students who enroll in these

programs generally are seeking two types of experiences: **These experiences can be classified in two categories, paid and non-paid.**

Paid Experiences

Cooperative education programs are structured and planned so that before being placed in a training station for pay, students generally receive introductory course work related to personal career choice and essential learnings that are core to the occupational area. Teachers, employers and parents work together to ensure that the participants learn and perform job tasks in accordance with their mutual expectations. This partnership allows for student skill attainment either on the job (work-based learning) or in the school (school-based learning). Schools need to make accommodations for teacher/coordinators to visit students' job sites and establish student learning goals, review and evaluate student progress with working supervisors. Work-based learning coordinators perform "connecting activities" that involve employers, schools, students and other stakeholders with these work-based learning opportunities. Connecting activities might include marketing a program, training trainers, teachers, mentors and counselors.

Non-Paid Experiences

Other examples of work-based learning are non-paid and could include internships, job shadowing, community resource training (CRT), mentoring and community service projects. Non-paid student experiences are suitable when there are time limitations placed on participant's schedules or that the experiences are time-limited prerequisites to paid employment.

Internships are time-limited experiences that take place in a work environment and require students to be competent in a field of study.

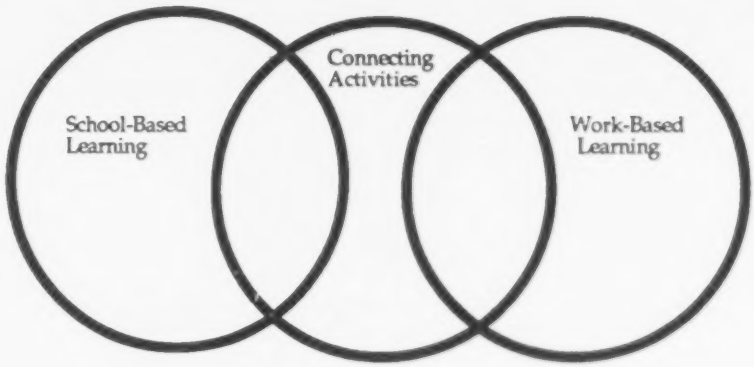
Job shadowing is a career awareness activity with a time limit and specific objectives that allow a student to observe a worker on the job.

Mentorships are relationships established between students and adult role models, either in a school-based or work-based environment.

CRT is a vocationally approved program that is individualized job skill training that provides instruction, training, and experience to the student. To accomplish this, a coordinator utilizes business/industry trainers who work with a vocationally certified CRT coordinator employed by the school district. The CRT coordinator and the business/industry trainer develop/design/customize the student training plan which leads to competencies for entry level and/or articulated, paid, occupational training.

Work-based learning programs require a re-thinking of the traditional school-based programs. Equal attention must be paid to expanding learning to

the workplace as well as bridging these experiences through connecting activities:



School-to-Work Transition Sequential Process

1. Students will gain exposure to career options by participating in job shadowing, field trips, career fairs, guest speakers, career assessment and inventories.

2. Students will demonstrate work maturity through mastery of corecompetencies including work accuracy and speed, use of materials and time, teamwork, communication, personal appearance, attendance/punctuality, and positive work attitude.

3. Students will demonstrate employability skills necessary to obtainand maintain jobs, including the ability to write and update résumés, use effective job search techniques, complete applications, and interview effectively.

4. Students will gain occupational/job skills in their chosen career path accomplished through paid or non-paid experiences. See specific program criteria and guidelines handbook.

5. Students will gain job site specific competencies through paid or non-paid experiences. In addition to a training agreement and individual training, plans will be developed by coordinator, business representative, and student. Training plan competency achievement will be evaluated in writing.

Program Support

The work-based program has provided an equitable budget which addresses program needs. Both the budget and budget requests address the following areas:

Indicators:

a. Salaries and benefits to include coordination time and extended time;

b. Supplies and materials;

c. Instructional materials, including workbooks, software and instructional media;

d. Equipment purchases, repair and maintenance;

e. Contractual services;

f. Travel; and

g. Paid memberships in community service groups.

Program Planning

The work-based program is delivered upon a written program plan that provides students with the competencies necessary to enter and progress in occupations for which an occupational potential exits and/or for advanced training.

Indicators:

a. Program planning is based upon the districtwide plan.

b. New program proposals are submitted to OSPI for approval in accordance with rules governing start-up of new vocational and non-vocational basic education programs.

Facilities and Equipment

Facilities for coordinating school and work-based learning should adequately serve the populations served by the program .

Indicators:

Equipment should include access to:

a. Office space for meeting with clients both in-school and out-of-school;

b. Office space should provide for ability to counsel clients individually;

c. Office space should be in close proximity of related programs;

d. Computer with multi-media capabilities, including portable laptop (for workplace visits);

e. Printer, modem, access to on-line services;

f. Telephone, both office and cellular (for communication while in the field);

g. Fax machine;

h. Voice mail;

i. Electronic copier;

j. Space for maintaining student files; and

k. Video camera/monitor for small/large group instruction.

School-Based Learning Activities

The parts of the career education process that take place at school include guidance, linking of the levels of education/training, establishment of a career path for each student, coordination of vocational and academic education, and leadership development.

Guidance and Linkages

Career guidance assists students in developing their individual student plans, which include an articulated career/education plan to transition from the secondary program to postsecondary/college programs or to work.

A comprehensive K-12 guidance program designed to guide and assist students in making career choices progresses as follows:

Career awareness (grades K - 6)

Exploration (grades 7 - 9)

Preparation (grades 10 - 14)

Indicators:

a. Students are prepared for the next educational step, allowing continuous growth from entry level and beyond, including advanced studies within a career path.

b. Students participate in programs coordinated throughout various levels of education, thus providing continuity of instruction.

c. Students are able to articulate their educational plan to transition from the secondary vocational program to postsecondary/college programs or to work.

d. Work maturity skills are integrated into the curriculum as tools for achieving work, family and personal goals.

Learning Plans

Each student will have a learning plan for their community-based learning experiences. This plan will be developed with school site guidance and student participation. The student's learning plan is then enacted by interaction with the community. Each student learning plan will outline specific experiences which build on previous experiences.

Indicators:

a. Career exploration which includes job shadowing and career assessment.

b. Pre-employment, job search skills, and labor market analysis.

c. Core competencies as outlined by the work experience coordinator in a student training plan. Each training plan will include competencies, assessment and a time frame for their accomplishment.

d. Occupational skills which are specific skills to the training site and student's training plan. Each training plan will include competencies, assessment and a time frame for their accomplishment.

Career Path

A program of studies in which a student selects a broad career path:

-with the leadership of a designated staff member
-with the review of career inventories and career planning portfolio.
-with the assessment of known interests

Indicators:

The program of studies selected by the student and his parents, with the leadership of a designated staff member:

a. Identified education and employment goals.

b. Basic knowledge necessary for workplace success.

c. A guided approach to course selection focused on career fields.

d. Mastery of basic core competencies.

Coordination Between Academic and Vocational Education

A series of courses in which vocational and academic education are integrated, and which directly relates to and leads to contextual learning and both academic and occupational competencies with the aim being the preparation of individuals for jobs, or preparation for postsecondary education.

Indicators:

a. A strong relationship exists between mathematics, science, social studies, communication classes and the vocational/technical preparation of the student.

b. A broad array of secondary course work based on the student's chosen career path.

Leadership Development

Personal and leadership development activities are an integral part of each student's development. Students are required to develop leadership competencies through recognized co-curricular national, state, and local student leadership organizations.

Indicators:

Through planned activities, students demonstrate, personal, interpersonal and leadership skills including:

a. Set personal and career goals;

b. Recognize and manage conflict;

c. Negotiate solutions between people;

d. Work in teams;

e. Communicate and work effectively with others;

f. Accept responsibility and carry out tasks;

g. Seek ideas, respect differing viewpoints;

h. Understand the importance of being productive;

i. Enrich the environment through community service;

j. Demonstrate organizational skills;

k. Maintain balance between work, family and personal life; and

l. Make ethical choices.

Promotion

The following activities are designed to help promote the program within the school. They will not only attract students, but will maintain the interest of those currently enrolled in the program.

Indicators:

a. Leadership conferences;

b. Guest speakers;

c. Career conferences utilizing performance assessment of skills;

d. Mentorships;

e. College/training site visits;

f. Field trips;

g. Promotional materials for Tech Prep, etc.;

h. Regular contact with representatives of print and broadcast media to continually identify opportunities to promote the program;

i. Displays of student work; and

j. Community service activities that are identified by students;

Documentation

Student and coordinator records include:

a. Documentation of student-paid work hours and non-paid training hours. Student-paid employment hours need third-party verification.

b. Training agreements, training plans established at outset of work-based learning experience. Project logs for the project method.

c. At least one training sponsor evaluation per grading period

d. Release forms for insurance, permit to drive, special variances, etc., as outlined in program criteria and guidelines

Connecting Activities

Sequence of Activities

Student preparation for work-based learning will be sequential ranging from introductory orientation to a career path ending with job site-specific training.

Indicators:

a. Students will gain exposure to career options by participating in job shadowing, field trips, career fairs, guest speakers, career assessment and inventories.

b. Students will demonstrate work maturity through mastery of core competencies including work accuracy and speed, use of materials and time, teamwork, communication, personal appearance, attendance/punctuality, and positive work attitude.

c. Students will demonstrate employment skills necessary to obtain and maintain jobs, including the ability to write and update resumes, use effective job search techniques, complete applications, and interview effectively.

d. Students will gain occupational/job skills in their chosen career path accomplished through paid or non-paid experiences. See specific program criteria and guidelines handbook.

e. Students will gain job site-specific competencies through paid or non-paid experiences. In addition to a training agreement and individual training, plans will be developed by coordinator,

business representative, and student. Training plan competency achievement will be evaluated in writing.

Training Plans

Connecting activities bridge the school-based learning activities with the competencies expected at the work-based learning site. Training plans will be developed for all non-paid and paid work experience. Evaluations of work-based learning activities will occur on a regular basis and result in modification of the training plan for the next training period.

Indicators:

a. Training plan competencies customized for the paid projects and non-paid work experiences.

b. Training plan competencies demonstrated and evaluated.

c. Remedial activities developed for work or school-based learning to master defined competencies.

d. Additional competencies are defined to assist continued student learning during next evaluation period.

e. Work-based competency attainment assists in satisfying school based learning requirements.

Stakeholder Involvement

Stakeholder involvement should include the parallel programs of the education system; local, federal, and state service providers; and work-based learning site.

Indicators:

a. Students participate in programs coordinated through various levels of educational opportunities, thus providing continuity of instruction. These include local, state, and federally sponsored activities.

b. Students participate in programs that are mutually reinforcing, non-duplicated, and coordinated with school-based learning.

c. Clear objectives and partnerships by all stakeholders.

d. The following advisory committees are recommended:
   1. General citizens advisory committee.
   2. Career path advisory committee.

3. Work-based learning site validation committee (to identify the appropriateness of work/training sites for inclusion in program).

Promotion

Promotional plan for connecting activities will be developed.

Indicators:

a. Parents, students, and staff understand and appreciate the opportunities of the connecting activities.

b. Business community buy-in of program.

c. Career fair.

d. Nontraditional job fair.

e. Women in Trades fair.

f. Employer appreciation activities.

g. Articles in trade journals.

h. School newsletter articles.

i. Speaking at civic groups, school board meetings, PTAs and other organized professional groups.

j. Mass and targeted communications to students, parents, and community leaders.

Work- and Community-Based Learning

Employer Standards

To offer the best experience possible, we must cultivate quality training sites for our students. Whether the site offers a paid or non-paid experience, the following are indicators of a quality site.

Indicators:

a. Identifying a responsible trainer who will be supervising the student.

b. Agree to actively participate in development of the goals of the student's training plan.

c. Provide adequate supervision and training.

d. Provide a safe working environment. Identify potential hazards and safety issues.

e. Familiarize the student to his/her company's standards and policies.

f. Provide feedback to the student including regular evaluations.

g. Contact the coordinator if there are questions or concerns regarding the student's progress.

h. Comply with state and federal regulations.

i. Keep the best interests of the student learner in mind.

j. Assist in drawing the connection between work and school.

Evaluation of Student Progress

There will be regular evaluations of student progress toward achieving the goals outlined in his/her training plan. Evaluation, including self-evaluation, is a valuable component of the work and community-based learning experience. Valuing and practicing continuous improvement is the primary purpose of evaluation.

Indicators:

a. Evaluation will be shared by the training supervisor, the coordinator and the student on a consistent basis as provided for in the training agreement.

b. Evaluation will focus on competency attainment.

c. Evaluations will be included in the student's portfolio.

d. Evaluations are conducted with the site supervisor and coordinator at least twice a semester, one formal and one informal. More frequent evaluation of student progress is encouraged.

Types of Coordinated Work and Community-Based Learning

For each type of work and community-based experience, the earning of credit is to be tied to completion of hour requirements and the mastery of competencies.

1. Non-Paid Experiences

Non-paid experiences are designed for a specific time period during which the student is trained by a trainer. Trainers can operate as volunteers or have a contractual service agreement with the school district. The student is not an employee, and the trainer is not an employer and is not to be considered as such. The coordinator and the business trainer customizes a student training plan which leads to job skills competencies for entry level and/or paid, articulated occupational training. Since non-paid experiences are for the explicit purpose of training, one hour of non-paid experience equals one hour of classroom training. Therefore 180 hours of non-paid experiences equal one credit. Student learners, will under no circumstances, replace a regularly scheduled worker.

2. Paid Experiences

Work experiences shouldn't interfere with the student's educational program. When appropriate, flexible scheduling may be arranged. All students must be legally employed. Hour requirements for earning credit are two and one-half hours of paid experience which is equivalent to one hour of class time. Therefore, 405 hours work experience equals one credit. The coordinator and employer customize a training plan which leads to job skill competencies.

3. Projects

When local conditions make it difficult to place cooperative education students on jobs, on-the-job training may be augmented by a supervised project(s) related directly to the student's occupational objectives outlined in his/her learning plan. Students may be involved in a designated project method to raise work skills to an employable level or as an entrepreneurial endeavor. Entrepreneurs must be mentored by a community sponsor and conduct a legitimate business. Projects are supplemental to cooperative learning experience. Each hour of project time may be counted toward the necessary 405 hours per work experience credit.

Collaboration

No single approach to building school-to-work programs is appropriate for all communities. A successful school-to-work system will be built locally, not imposed top-down from Washington, D.C., or Olympia. Local partnerships of employers, schools, agencies, parents, students and community leaders together will design and implement the programs which fit their individual circumstances and unique needs. Local, state and federal services provide additional work-based learning opportunities. Every effort should be made to collaborate with

these services. In particular, summer programs may benefit from coordination with other services.

Promotion

Promotion of work and community-based learning is essential to its success. Work with local advisory committees for recruitment and promotion.

Indicators:

a. Informational presentations to community and business groups.

b. Public recognition of the work and community-based learning program.

c. Recognition of individual trainers and sites.

d. Create and distribute promotional materials

e. Attend work-site supervisor and advisory committee yearly kick-offs and orientation meetings

Work-Based Learning Coordinator

Job Description

Work-based learning coordinators are vocationally certified and have occupational awareness in the areas in which they work.

Indicators:

a. Coordinators provide a link between the school and business, labor, and community resources.

b. Coordinators identify appropriate training sites and select the ones that provide quality learning experiences for their students.

c. Coordinators work with employers to develop a training plan that enhances the student's career development.

d. Coordinators promote work-based learning in the school and business community.

e. Coordinators will ensure that school-based learning and work-based learning activities are related.

f. Coordinators will monitor and evaluate student's performance in meeting training plan competencies in conjunction with training site supervisors.

g. Coordinators plan and document their coordination activities.

h. Coordinators will assist students in achieving work performance competencies.

i. Coordinators will participate in professional development activities.

j. Coordinators will engage in activities that increase awareness of occupational trends, community resources, and employment opportunities.

Certification

Coordinators possess or are eligible to obtain both of the following types of certification.

Indicators:

a. A valid Washington State teaching certificate or appropriate work experience as defined in the OSPI publication, *Requirements and Implementing Procedures for Vocational-Technical Personnel Certification.*

b. A current Washington State vocational certificate for the respective program area.

c. A quality program will also require a course in occupational analysis and completion of a course in coordination techniques prior to employment.

Caseload

The coordinator is required to perform additional duties apart from classroom instruction. Provisions must be made for time to develop training stations, document training plans, counsel students, conduct on-site training evaluations, and other activities as needed.

Indicators:

a. The coordinator is assigned at least one hour of time each day for every 25 students to perform work-based learning responsibilities in addition to the regular preparation time.

b. The coordinator conducts a minimum of four (quarterly) student evaluations; one on-site per semester or trimester.

c. Support personnel will only perform school-based clerical functions related to training site and student work folder documentation, thereby allowing the coordinator to carry out his/her professional responsibilities.

d. Special needs coordination is recommended as one-half hour per student per week in addition to the regular coordination time allotment.

Extended Contract

Coordination activities will extend beyond the contracted school day and school year. These activities will include contacting training site supervisors, supervising student training plans, managing student records, developing work-based learning activities, working with advisory committees, coordinating student leadership activities, and completing other related activities.

Indicators:

a. The coordinator is assigned additional contracted time to complete work-based learning activities that take place outside the school day.

b. Work-based learning that takes place during summer vacation must be adequately supervised by the coordinator.

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